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Throughout the book the word art appears to be used in the sense of abstract design. In public education at the present time it is used, whether justifiably or not, in a more inclusive sense. The so-called teacher of art finds himself called upon to make his subject minister to other than the formally aesthetic ends which Professor Dow emphasizes and yet to ends with as important an educational significance. Whether one accepts the strict definition of art in education, or insists upon the wider significance, he will find the book a discriminating treatment of what all must consider to be one of the major aspects of the subject.

WALTER SARGENT

Experimental Psychology and Pedagogy. By R. SCHULZE. Translated by RUDOLF PINTNER. New York: Macmillan, 1912. Pp. 364.

This book differs somewhat from the other German treatises which deal with the subject in that it gives in detail the apparatus necessary for a number of experiments. The subdivisions of the subject are, however, chiefly psychological, so that the book does not differ from a manual of experimental psychology as much as some of the books on experimental education which have appeared in English.

The first chapter deals with the mathematical methods of computing experimental and statistical results. Then follow chapters on Sensations, Perceptions and Ideas, Feelings, and the Will. Then follow five chapters on more complex processes of Attention, Association, Memory, Apperception, and Speech. Following this are two chapters on Mental and Physical Work and Fatigue. Finally there is a chapter on Psychical Correlations.

To the teacher of educational psychology who wishes to introduce some experimental work into the class exercises the descriptive accounts of experiments will be very useful.

C. H. J.